**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Walker, Bartsch, Ferrell, Edwards, Murphy-Justice, Noyes, Morris, Tickerhoff** | | **Grade: 2** | | | **Date(s)**: 9/18/12 - 9/24/2012 |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 5 – Stay Tuned** | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **How do characters develop throughout a story?**  **How do illustrations and words in a text help readers comprehend what they read?**  **How do good writers share their opinion with readers?**  **How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Copies of Post Assessment**  **Interviews/Summaries completed in Task 3**  **A Weed is a Flower (SF reader Unit 3) Audio CD**  **Power Point Template**  **SF Phonics and Rhymes Chart**  **The Story of Ruby Bridges**  **Task 5 Stay Tuned (Power Point) rubric**  **Observer Sheet for students (listening to Power Point presentations)**  **Adjectives/Adverbs sort**  **Writing Dictation sentences (SF Unit 1 Teacher’s Edition)**  **Chart Paper for graphic organizers**  **Paper**  **Pencils**  **Markers** | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **RL.2.3. Describe how characters in a story respond to major events and challenges.**  **RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **I Can Statement(s):**   * **I can ask and answer who, what, where, when, why and how questions.** * **I can describe how characters in a story respond to major events and challenges.** * **I can use information gained from illustrations in a text.** * **I can demonstrate understanding of a story’s character, setting and plot.** * **I can read and comprehend stories and informational text.**   **Instructional Plan:**  **Day One –**   * **Whole Group:** Teacher models revisiting interview completed in Task 3, as well as summary created and model the editing process. Teacher will identify student weaknesses during the editing process and follow up with individuals during conferences. * **Partner Work:** Partners will revisit interview completed in Task 3, as well as summaries created after interviews.   **Day Two –**   * **Whole Group:** Read or listen to audio CD of A Weed is a Flower (SF Unit 3). Discuss information and facts learned about George Washington Carver. Teacher /students will create a time line anchor chart to provide students with some prior knowledge going into day 3 and the “web”.   **Day Three –**   * **Whole Group:** Recall A Weed is a Flower.Students assist in creating graphic organizer web of facts about George Washington Carver.   **Day Four –**   * **Whole Group:** Reread The Story of Ruby Bridges (from Task 2). Create a graphic organizer web of facts about Ruby Bridges. Compare to web of George Washington Carver.   **Day Five –**   * **Independent Work:** Students complete Unit One Post Assessment. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**  **W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**  **I Can Statement(s):**   * **I can write informative pieces and use facts when writing.** * **I can focus on one topic and improve my writing by revising.** * **I can use digital tools to help me produce and publish writing.**   **Instructional Plan:**  **Day One –**   * **Whole Group:** Teacher models creation of Power Point presentation based on interview with community member guest (or staff member) from Task 3.   **Day Two –**   * **Whole Group:** Teacher reviews Power Point modeled on Day One and shared rubric with students. Teacher will discuss specific expectations based on rubric levels, i.e. reviewing goals to achieve a 3 or above as stated in rubric. * **Independent Work:** Students will begin creating Power Point slides by putting information on sheets of paper (to later bring to computer lab). Teacher can instruct students to number pieces of paper (paper can be folded into boxes) to help them organize Power Point slides. Teacher could also print slides from Power Point template for students to write on.   **Day Three –**   * **Whole Group:** Teacher revisits modeled Power Point presentation and reviews rubric with students. * **Independent Work:** Students will continue to work on Power Point presentations.   **Day Four –**   * **Whole Group:** Teacher will role-play with students appropriate habits of a good listener/speaker during presentations in preparation for student PowerPoints. * **Independent Work:** Students present Power Point slides to the class. * **Independent Work:** Students can complete a teacher-created “observer sheet” for students to take notes during presentations. This can also be used as an assessment for active listening.   **Day Five –**   * **Independent Work:** Students present Power Point slides to the class. * **Independent Work:** Students can complete a teacher-created “observer sheet” for students to take notes during presentations. This can also be used as an assessment for active listening. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).**  **I Can Statement(s):**   * **I can use words that describe what I’ve learned while talking and reading.** * **I can identify when to appropriately use an adjective or adverb.**   **Instructional Plan:**  **Day One –**   * **Whole Group:** Teacher continues to model how to use keyboard (have sample on projector). * **Independent Work:** Students practice spelling weekly words using keyboarding skills.   **Day Two –**   * **Whole Group:** Teacher will review adjectives and adverbs using a Power Point presentation. * **Small Group Work:** Students will complete an adjectives and adverbs sort.   **Day Three –**   * **Whole Group:** Review inflected endings using Phonics Songs and Rhymes Chart, “Exploring the Desert” (see SF Unit One page 98C Teacher’s Edition). * **Independent Work:** Students will participate in writing dictation using words with inflected endings (see SF Unit One page 98D Teacher’s Edition).   **Day Four –**   * **Independent Work:** Students will complete Spelling Assessment (inflected endings).   **Day Five –**   * **Whole Group:** Teacher will introduce new Spelling list – consonant digraphs. Teacher will model blending strategy for consonant digraphs as identified on pg. 128n in SF Unit 2.1 teacher manual. (ex. /ch/ show sound spelling card…/ch/alk =/ch/..a.l.k) Teacher will invite students to model sounds: /ch/, /th/, /wh/ and /sh/. Teacher will provide words and students will practice the sounds in words. (church, shy, those, whale..etc). * **Partner Work**: Students will participate in a “mix/pair/share” activity using word cards with the diagraph matching the endings. Students will find a partner in the room, build their word then share the new word with the whole class. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about the topics and texts under discussion.**   **SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**  **I Can Statement(s):**   * **I can discuss text in small and large groups, following the rules of discussion.** * **I can link what I say to what others have said.** * **I can ask for help when I need it.** * **I can tell a story that is true and makes sense.**   **Instructional Plan:**  See Reading and Writing plans where students are participating in class presentations. | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of completion and presentation of Power Point presentation.** * **Daily review of “I Can” statements.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students who complete their Power Point presentation can complete a slide notes template (based on their community member) to put into a class book for classroom library.**  **Word Study: Students can create a sentence for their new word they created with their partner.** | | **As an alternative to creating a Power Point Presentation, students may create a book (or mini-book) based on their community member’s life. Students will present their book to the class.** | | | **Teacher will provide sentence frames or sentence starters to assist in the creation of Power Point presentations or mini-books.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Students will present their Power Point to the class, as well as complete the Post-Assessment.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*